(09-CS)

Disability Awareness Month

INCREASING AWARENESS IN THE CLASSROOM

Have you ever seen a group of children mocking the way a person with a disability walks? Have you ever overheard a child call a person with a disability a disparaging name? When children don't fully understand why a person is different, they often make fun of him or her.

It is important for people to understand disabilities. For children, this is especially important because attitudes develop during childhood by watching and listening to peers, teachers and family. The classroom is an ideal place to increase knowledge about people with disabilities and to foster positive attitudes about them.

The information contained in this packet provides suggestions for planning and implementing a disability awareness unit in your classroom, school or school district. Resources, including a sample lesson plan, are enclosed.

Planning

There are several important factors that will help make the disabilities unit successful. These include teamwork among staff in sharing resources and ideas; a willingness from the faculty to commit the necessary time and effort; volunteers to share their expertise and experiences; and setting aside time to increase the awareness of teachers before they talk with students.

To increase teacher awareness, plan several faculty workshops prior to the start of the disabilities unit. The first workshop should cover general awareness, interacting with people with disabilities and basic planning. You might want to invite someone from a local disabilities organization in your area to help conduct the workshop.

Decisions should be made regarding the length of the unit and the topics to be discussed in class. The unit described in this packet is six weeks long, but you might choose to condense it. Later workshops should focus on planning and learning about the unit's weekly topics. This

allows all faculty members who are participating in the unit to share resources and ideas.

Examples of how an entire school can become involved include:

- Students can evaluate local businesses or facilities to see if they are accessible for people with disabilities. If the facility is not accessible, the students can provide suggestions for improvement.

- Songs during music class related to the unit.

- A school art contest, conducted by the art teacher, on the abilities of people with disabilities or what people with disabilities *can* do. Conduct shared activities with the special education department.

- Simulated awareness activities during gym class with the help of speech/occupational/physical therapists.

- A disability group could visit the school for the day or a school assembly.

- A library story hour during which the school's principal or a local celebrity reads stories about children with disabilities to a group of children.

- A school assembly featuring a drama troupe of people with disabilities or an entertainer or entertainment celebrity with a disability talking about his/her experiences.

- A classroom could host a person(s) with disabilities for a day visit.

- A sign language interpreter could visit classrooms giving brief sign language lessons.

- Students could research disability topics and create a PowerPoint presentation for the school or class.

Week One – Different and Alike

The goal for this first week is to find out what the children know about disabilities and address any questions or concerns they have. Discussion will focus on people's differences and similarities so that children can begin to understand that all people are different in some ways and alike in others. You might choose to use the sample lesson plan in this packet to illustrate people's differences and similarities.

Activities for this week could include reading stories about children with disabilities selected from the children's books list in this packet.

This first week is also a good time to tell the students about "Aunt Blabby," an anonymous person (teacher or other individual) to whom children can write with questions about people with disabilities. Have the children make and decorate a mailbox which will be used to mail their letters to Aunt Blabby. The box should remain in the classroom for the entire length of the unit. Consider having the children share with the rest of the class their letters to and responses from Aunt Blabby. Also this week, have the children put together a ME book, highlighting their individual characteristics. Take individual photographs of the children to be included in their books, or have them bring photos from home.

Week Two – Interacting with People with Disabilities

There is an appropriate and inappropriate way to interact with people with disabilities. For example, the phrase "person with a disability" is preferred instead of "handicapped person" because the word "handicapped" derives from "cap in hand," a phrase associated with beggars and begging. Here's another example: When talking to a person who is blind, do not yell or raise your voice. The person can hear just fine. For more information on interacting, consult the Governor's Planning Council's brochure, *Interacting with People with Disabilities.* Copies of the brochure can be ordered by calling Kim Dennison at (317) 631-6400.

The Easter Seal Society offers these helpful hints when meeting friends with disabilities:

1. It's okay to offer your help to someone, but don't just go ahead. Ask first. Or wait for someone to ask you for your help.

2. It's okay to ask people about their disabilities and it's also okay for them not to talk about it.

3. Remember, just because people use wheelchairs, it doesn't mean they are sick. Lots of people who use wheelchairs are healthy and strong.

4. It's okay to ask people who have speech problems to repeat what they said if you didn't understand the first time.

5. Don't speak loudly when talking to people with visual impairments. They hear as well as you do.

6. Never pet or play with seeing eye dogs. They can't be distracted from the job they are doing.

7. Invite friends with disabilities to join you in daily activities and special occasions. Children, invite friends with disabilities to sleep over, come to your house to play, or to your birthday party. Think about ways to make sure they can be involved in the things you do.

8. Don't park in places reserved for people with disabilities. Children, don't let your parents park in these spaces.

9. When you go to restaurants and shopping malls, see if a friend with a disability could be there with you. If not, ask the manager to put in ramps, get raised numbers for the elevators, or have Braille menus printed.

10. Treat a person with a disability the way you like to be treated and you'll have a friend for life.

People with disabilities are entitled to the courtesies that you extend to anyone. This includes their personal privacy. If you don't generally ask people personal questions, then don't ask those questions of people with disabilities.

Some general considerations for disability etiquette

- If you don't make a habit of leaning or hanging on to people you're with, then don't lean or hang on someone's wheelchair. Wheelchairs are an extension of personal space for people who use them.

- When you offer to assist someone with a vision impairment, allow the person to take your arm. This will help you to guide, rather than propel or lead the person.

- Treat people with disabilities the same way you treat others.

In conversation

- When talking with someone with a disability, speak directly to that person rather than through a companion or interpreter who might be along.

- Relax. Don't be embarrassed if you happen to use accepted, common expressions, such as "See you later" or "Got to be running along," that seems to relate to the person's disability.

- To get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly and expressively to establish if the person can read your lips. Not all persons with hearing impairments can lip-read. Those who do will rely on facial expressions and other body language to help in understanding. Show consideration by placing yourself facing the light source and keeping your hands and food away from your mouth when speaking. Keep mustaches well trimmed. Shouting won't help. Written notes will.

- When talking with a person in a wheelchair for more than a few minutes, place yourself at the eye level of the person to spare you both a stiff neck.

- When greeting a person with a visual impairment, always identify yourself and others who are with you. Say, for example, "On my right is Penelope Potts." When conversing in a group, remember to say the name of the person to whom you are speaking to give verbal cue. Speak in a normal tone of voice, indicate when you move from one place to another, and let it be known when the conversation is at an end.

- Give whole, unhurried attention when you're talking to a person with a speech impairment. Keep your manner encouraging rather than correcting, be patient rather than speak for the person. When necessary, ask short questions that require short answers or a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reaction will clue you in and guide you to understanding.

Some common courtesies

- When giving directions to a person using a wheelchair, consider distance, weather conditions and physical obstacles such as stairs, curbs and steep hills.

- Use specifics such as "left a hundred feet" or "right two yards" when directing a person with a visual impairment.

- Be considerate of the extra time it might take for a person with a disability to get things done. Let the person set the pace in walking and other activities.

- When planning events involving persons with disabilities, consider their needs ahead of time. If an insurmountable barrier exists, let them know about it prior to the event.

In your discussions for this part of the disability unit, talk about appropriate interaction. Older children could "act out" proper interaction through role-playing exercises.

Also discuss the "people first" attitude. Children should not have a problem understanding this concept after discussing similarities and differences last week. "People first" recognizes that although people with disabilities might appear different, they are people first and their disability comes second. For this week's activities, choose one or more stories that demonstrate the "people first" attitude. Also, have the children make a collage. Have them work in small groups to cut out pictures in magazines that depict people helping each other. Combine the pictures in a large collage to be displayed in the classroom or somewhere else in the school.

Another activity that can be implemented if children with disabilities are enrolled in the school district is a peer buddy program. Students can make new friends and be a "buddy" to

children with disabilities for part of a day each week, two times a week, etc. for the remainder of the unit. This gives your students the opportunity to interact with a person with a disability and helps them relate class discussions to activities with their buddy. Students can eat lunch with their buddies, work together on art projects, help their buddies with daily tasks, etc.

Week Three – An Overview of Disabilities

The goal for this week is to discuss disabilities in general. Talk about why people might have a disability – some are born with a disability and others acquire the disability (an accident or old age). Perhaps a student in your class has a family member, friend or neighbor who has a disability. Allow the students to share with the class.

Talk about physical disabilities and equipment people who have physical disabilities use, such as wheelchairs, leg braces, artificial arms or legs, etc. If possible, have some of these items in the class so the children can explore them. Also, read stories about children with disabilities to your class.

There are a variety of easy simulation activities that demonstrate difficulties in motor coordination or muscle control that someone with a physical disability might have. In the all-thumbs activity, tape a child's thumb and forefinger together and have him or her try to pick up raisins. In the gloves activity, have each child wear a pair of gloves and have them try to pick up pennies and drop them in a bag. Another suggested activity focuses on accessibility and the Universal Access Symbol. Begin by explaining what the Universal Access Symbol means and how it is used. This might include wide aisles and oversized bathrooms for people who use wheelchairs, parking spaces near entrances/exits, interpreters for people who are deaf, or special assistance upon request. Suggest that people with disabilities might need supports to contribute fully to society ... like people with poor vision need glasses. These special accommodations, marked by the Universal Access Symbol, allow people with disabilities to have the same access and independence that people without disabilities have. It is important to explain that even though the symbol is a person in a wheelchair, it translates into accessibility for people with a variety of disabilities. (There are a few other Universal Access Symbols that denote accessibility for specific disabilities such as hearing. But the primary access symbol is the person in the wheelchair.)

Then explain that having a disability doesn't mean a person can't do the same types of things as people without disabilities. People with disabilities have jobs, go to school, and are moms, dads, brothers and sisters. The only difference is that they might need accommodations or equipment such as materials using large-size print, a voice-activated computer or appropriate space to maneuver a wheelchair.

Ask children to name places where they have seen the Universal Access Symbol sign. The children should begin to realize that the symbol is found in a variety of places, which demonstrates that people with disabilities are everywhere, doing the same types of daily activities as people without disabilities.

Now ask children to identify people they know who have disabilities – everyone probably knows someone with a disability. Give examples from your own life such as your mom who has arthritis, your uncle who uses a hearing aid, your nephew who has a learning disability or your friend who wears eyeglasses. The purpose of this discussion is to point out that disability is a natural part of life.

Explain that people with disabilities have the same likes, dislikes, fears and hopes. They have goals, wants and needs. Physical and attitudinal barriers, however, keep people with disabilities from having opportunities to be friends, coworkers, etc.

Ask the children during the course of a week to keep a list of everywhere they see Universal Access Symbol signs. They should also pick one place and examine its accessibility. For example:

- Are appropriate signs used to note access?
- Do restrooms appear to be large enough for wheelchairs and do they have grab bars on the walls?
- Do doorways appear to be large enough for wheelchairs?
- Do elevators have Braille next to each button and enunciators or "beepers" for each floor?
- Are there accessible parking spaces near entrances/exits? (Children should check to see if cars parked in accessible spaces have plates or placards with the Universal Access Symbol.)

Explain to children that there are exact guidelines defining accessibility for businesses and communities to follow. Although they won't know for sure if a public bathroom stall is the right size, they can at least check to see if an attempt has been made to make it accessible.

Lynn Montgomery, a student advocate at Brownstown Central Middle School, organized an accessibility scavenger hunt for her students during Disability Awareness Month. Armed with accessibility checklists and yardsticks, students explored the school and downtown buildings, checking for compliance with ADA regulations. Students prepared a report, including needed improvements, for their principal, and everything was promptly fixed. "It made students more aware and prompted a lot of conversation," Montgomery said. "And, it's just fun." People interested in organizing a similar activity can contact Montgomery at (812) 358-4947 (voice).

Also ask children to survey a family member, friend or neighbor. They should ask questions such as:

- Do you have a disability?
- If so, what types of accommodations do you use?
- If not, do you work with or know someone who has a disability?
- What types of accommodations do they use to work or perform daily activities?

Discuss the results of the children's research. Are people with disabilities always treated like people without disabilities? Encourage them to remember that people with disabilities should have the same opportunities and be treated like everyone else.

For additional activities, consult the Council's *Awareness Activities* booklet. To order *Awareness Activities,* call Kim Dennison at (317) 631-6400.

Week Four – Speech and Hearing Disabilities

This week, help your class understand what it might be like to have a speech or hearing disability. Briefly discuss with your class why some people can't hear or talk. If possible, have a speech and hearing pathologist visit the class.

To illustrate what it might be like to not hear, show a video or part of a television program with the sound off. Ask the children specific questions about the story. (They will be unable to answer some of the questions because the sound was off.) Ask them what it felt like to be unable to hear the story. Show the program again, this time with the sound on. Have the children compare watching the program with and without the auditory cues.

Discuss sign language as a communication system. Perhaps you know someone who speaks in sign language who can come into the class. There are many good books about sign language. Teach the children a few simple sign language terms. Have each child learn how to

finger-spell their first names. Some people who cannot hear have hearing-ear dogs to let them know when the phone rings or if someone is knocking on their door. Others have special devices that use flashing lights instead of rings for the telephone and doorbell. Another form of communication is the Telecommunications Device for the Deaf (TT) which is used in place of a telephone. Closed-captioned programs allow people with hearing impairments to enjoy watching TV.

Many people who cannot talk use sign language to communicate with others. People with speech impairments might use speech boards or special computers that can talk for them. However, these people might not have a hearing impairment. The speech boards have words, letters and numbers that the person can point to when they want to communicate. Talking computers are activated by pointing to pictures or words, by moving the eyes, or by beaming light from a special wand that is attached to a headband and worn on the head. Contact a rehabilitation center to see if these devices are available to show to your students or if someone who uses one of these devices would visit the class.

Week Five – Visual Disabilities

Focus this week's discussion on visual disabilities and the types of things people with visual disabilities use to participate in daily life. Explain what happens to the eyes when a person can't see. Some children in the class might have to wear eyeglasses to help them see. People with visual impairments need much stronger glasses and other devices to help them see.

Contact a disabilities organization and/or a low-vision specialist in your area for equipment, including Braille books, to show your students. They might also know of people with visual impairments who would be willing to talk with your students. There might even be someone in your area who has a guide dog.

Introduce your students to the Braille alphabet. You might want to plan other activities that focus on the senses (sounds, smells and touches) blind people use to identify their surroundings and move around. Review tips for interacting with people with visual disabilities.

Have the children make and decorate eye masks. Then cover the eye holes with wax paper to simulate legal blindness. Consult the Council's *Awareness Activities* booklet for other activities.

Week Six – Bringing it All Together

This week, celebrate the abilities of people with disabilities. Have a special lunch or "party" for the children and their peer buddies. This is a good time to announce the winners of the art contest and present other special awards.

Incorporating the Awareness Month Theme

Throughout the unit, you might want to discuss with your students this year's Disability Awareness Month theme, displaying the poster in your classroom and making the bookmarks and buttons available to them. Also ask your students how they can show respect for people with disabilities.

For older students, consider holding an essay contest pertaining to the Awareness Month theme. The winning essays could be printed in the school and/or community newspaper(s). Also, compare the Americans with Disabilities Act (ADA) with other civil rights movements and legislation.

Materials

The Governor's Planning Council offers Disability Awareness Month materials that can be included with your awareness unit. Consider ordering posters, bookmarks and buttons. Two publications – *Interacting with People with Disabilities* and *Awareness Activities* – provide valuable information about interaction and what it might be like to have a disability. Also consider the following information packets: Art Contest, Library Display & Story Hour, Awareness Day, Speaker Event and Increasing Awareness About the Americans with Disabilities Act (ADA).

(Sample Lesson Plan)

Week One: Similarities and differences

Materials needed: large cardboard dolls (cut-outs)
wheelchair
walker
name cards

Overview: Children should be gathered in a group around the teacher. The three dolls will be the focus of attention.

Introduce first doll as a person named _____
[suggestions from group]

who was born very much like all of you.
[add a name tag]

Ask children to name similarities in all children (arms, legs, etc.).

Ask children to name some differences among all children (skin color, eyes, hair color, and gender).
[add hair and eyes to the doll]

Have children continue to name similarities.
[add name tags, eyes, hair, etc., until all three dolls have been discussed]

Name three additional differences in the dolls –
1. Cerebral Palsy (might need support in sitting, walking and talking)
2. Autism (signals to/from your brain are interrupted)
3. Mental disability (might not learn as quickly or as much as you)

Ask the children if they know other children who have one of these disabilities.

Ask the children to think of other ways in which the children they mentioned are just like them. Most children, for example, like fuzzy animals, music, balls, balloons, playing, hugs, smiles, sitting on lap of mom or dad, visiting grandparents, stories, television, friends, Christmas, birthdays. In other words, children with disabilities have many of the same interests as children without disabilities. They also can do many of the same things and we should never assume they can't participate in activities.

DISABILITY AWARENESS MONTH
RESOURCE LIST

Disability Awareness for Children **(V) Available in the VSA arts of Indiana Resource Center**

A story about me, Colorado Springs, Co: Current, Inc., 1987.

Abery, B., (1993). *Yes I can program.* Minneapolis: University of Minnesota, Institute on Community Integration.

Adams, B., (1979). *Like it is: Facts and feelings about handicaps from kids who know.* New York: Walker & Co. [general]

Aiello, B. & Shulman, J., (1988). *The bids on the block series.* Frederick, MD: Twenty-First Century Books. Each of the following books deals with a topic through a fictional portrait of a middle school age child and features a question and answer section at the conclusion. [general]

Aiello, B. & Shulman, J., (1988). *Friends for life: Featuring Amy Wilson.* Frederick, MD: Twenty-First Century Books. [AIDS]

Aiello, B. & Shulman, J., (1988). *It's your turn at bat: Featuring Mark Riley.* Frederick, MD: Twenty-First Century Books. [cerebral palsy]

Aiello, B. & Shulman, J., (1989). *Trick or treat or trouble: Featuring Brian McDaniel.* Frederick, MD: Twenty-First Century Books. [epilepsy]

Amadeo, Diana M., (1989) *There's a little bit of me in Jamey.* Whitman. [leukemia]

Andrews, Jean F., (1988) *The Flying Fingers Club.* Kendall Green. [hearing impairment]

Arthur, C., *My sister's silent world.* [hearing impairment]

Aseltine, L. & Mueller, E., *I'm deaf and it's okay.* [hearing impairment]

Azarnoff, P., (1983). *Health, illness, and disability: A guide to books for children and young adults.* New York: Bowker.

Bellet, J., *A-B-C-ing: An action alphabet.*

Bentancourt, Jeanne, (1993). *My Name is Brian.* New York, NY: Scholastic, Inc. [dyslexia]

Berger, Gelda, *Learning disabilities and handicaps.*

Berkus, Clara Widess, (1992). *Charlie's chuckle.* Rockville, MD: Woodbine House. (V) [Down Syndrome]

Bodenheimer, C., (1979). *Everybody is a person: A book for brothers and sisters of autistic kids.* Syracuse, NY: Jowonio, the Learning Place. [autism]

Booth, Barbara D., (1991). *Mandy.* Lathrop, Lee and Shepard Books. [hearing impairment]

Bouchard, Lois Kalb, (1969). *The boy who wouldn't talk.* Garden City, NY: Doubleday. [vision impairment]

Bourke, L., *Handmade ABC: A manual alphabet.*

Brown, T., (1982). *Someone special, just like you.* New York: Henry Holt. [general]

Buller, Dorothy, *Cushla and her books.*

Business is looking up. When an 11-year-old who is visually impaired sets up a greeting card service for his stepfamilies, he discovers there is a lot more to running a business than just making money. Author unknown.

Cairo, S., Cairo, J., & Cairo, T., (1985). *Our brother has Down's syndrome.* Toronto: Annick Press. [Down syndrome]

Carlson, N., (1990). *Arnie and the new kid.* New York: Viking. [physical impairments–fiction]

Caseley, Judith, (1991). *Harry and Willy and Carrothead.* Greenwillow. [physical impairments]

Cassidy, Sylvia, *M.E. and Morton.*

Charlip, R., *Handtalk birthday.*

Children's Museum of Boston, (1978). *What if you couldn't ...? An elementary school program about handicaps* [kit]. Weston, MA: Burt Harrison & Co. [general]

Clifton, L., *My friend Jacob.*

Cohen, Miriam, (1983). *See you tomorrow, Charles.* Greenwillow. [vision impairment]

Corcoran, Barbara, *A dance to still music.*

Cowley, Joy, *The silent one.*

Curtis, P., *Cindy, a hearing ear dog.*

Curtis, P., *Greff: The story of a guide dog.*

Dacquino, Vincent T., (1989). *Kiss the candy days good-bye.* Delacarte. [diabetes]

DeAngeli, M., *The door in the wall.*

DeClements, Barthe, (1985). *Sixth grade can really kill you.* Viking Press. [learning disability]

DePaola, T., *Now one foot, now the other.*

DePoix, C., *Jo, Flo and Yolanda.*

Dick, Jean, *Mental and emotional disabilities.*

Dunlap, Eileen, (1989). *The Valley of the Deer.* Holiday. [physical disability]

Emmert, M., (1989). *I'm the big sister now.* Niles, IL: Albert Whitman. [cerebral palsy]

English, Jennifer, *My mommy's special.*

Ethridge, Kenneth E., (1985). *Toothpick.* Holiday. [cystic fibrosis]

Fanshawe, Elizabeth Rachel, (1975). *The Bodley Head.* London. [physical disability]

Fassler, J., *Howie helps himself.*

Feingold, S. Norman, *Your future: A guide for the handicapped teenager.*

Ferris, C., *A hug just isn't enough.*

Fleming, Virginia, (1993). *Be good to Eddie Lee.* New York, NY: Philomel Books. (V) [Down Syndrome]

Flodin, Mickey, (1991). *Signing for kids.* New York, NY: Perigee Books. (V) [hearing impairment]

Forrai, M., *Look at physical handicaps.*

Friends who care: A disability awareness program for elementary students. [kit] (1990). Chicago: National Easter Seal Society. [general]

Friis-Baastad, Babis, *Don't take Teddy.*

Gehret, Jeanne, (1990). *The Don't Give-Up Kid.* Fairport, NY: Verbal Images Press. (V) [physical impairment]

Gehret, Jeanne, *Eagle eyes, A child's guide to paying attention.* Fairport, NY: Verbal Images Press. (V) [Attention Deficit Disorder]

Gettin' in touch: An introduction to Braille, [kit] Indianapolis: Indiana School for the Blind. [visual impairments]

Giff, Patricia Reilly, (1984). *The beast in Ms. Rooney's room.* Dell. [learning disability]

Girion, B., (1981). *A handful of stars.* New York: Scribner's. [epilepsy – fiction]

Glazzard, M. *Meet* series
– *Meet Camille & Danielle.*
– *Meet Danny.*
– *Meet Lance.*
– *Meet Scott.*

Gold, P., *Please don't say hello.*

Goodsell, Jane, *Katie's magic glasses.*

Gorman, Carol, *Chelsey and the Green-Haired Kid.* Boston, MA: Houghton Mifflin Company. (V) [general]

Gould, Marilyn, (1982). *Golden daffodils.* Harper. [cerebral palsy, epilepsy and paraplegia]

Green, Phyliss, *Walkie talkie.*

Greenberg, P., *People aren't potatoes.*

Greenwald, Sheila, *Will the real Gertrude Hollings please stand up?*

Guccione, Leslie D., (1989). *Tell me how the wind sounds.* Scholastic. [general – fiction]

Hanlon, Emily, *The swing.*

Haskins, James, *Who are the handicapped?*

Henriod, L., *Grandma's wheelchair*.

Hermes, P., (1980). *What if they knew?* San Diego: Harcourt Brace Jovanovich. [epilepsy – fiction]

Hirsch, K., *Becky*.

Hirsch, K., *My sister.*

Hunter, Edith, *Child of the silent night*, story of Laura Bridgeman.

Jones, Elizabeth Orton, *How far is it to Bethlehem?*

Kamien, J., (1970). *What if you couldn't ...?: A book about special needs.* New York: Scribner's. [general]

Keats, Jack Ezra, (1971). *Apt. 3,* New York: MacMillan. [vision impairment]

Klein, Gerda, *The blue rose.*

Knowles, Anne, (1983). *Under the shadow.* Harper & Row. [muscular dystrophy]

Kraus, R., *Leo the late bloomer.*

Krementz, J., (1989). *How it feels to fight for your life.* Boston: Little, Brown. [general]

Kuklin, S., *Thinking big.*

Kuler, Stephan Louis, *Braille.*

Larsen, H., *Don't forget Tom.*

Lasker, J., *He's my brother.*

Lasker, J., (1980). *Nick joins in.* Chicago, IL: Alber Whitman & Company. [general]

Levi, Dorothy Hoffman, (1989). *A very special friend.* Washington, D.C.: Kendall Green Publications, Gallaudet University Press. (V) [hearing impairment]

Levine, Edna S., (1984). *Lisa and her soundless world.* Human Sciences Press. [hearing impairment]

Litchfield, A.B., (1976). *A button in her ear.* Morton Grove, IL: Albert Whitman & Company (V) [hearing impairment]

Litchfield, A.B., *A cane in her hand.*

Litchfield, A.B., *Words in our hands.*

Little, Jean, *Little by little.*

Little, Jean, *Mine for keeps.*

MacKinnon, Christy, *The silent observer.* Washington, D.C.: Kendall Green Publications: An imprint of Gallaudet University Press. (V) [hearing impairment]

MacLachlan, Patricia, (1980). *Through Grandpa's eyes.* New York, NY: Harper & Row. [vision impairment]

Mack, N., *Tracy.*

Marek, Margot, *Different, not dumb.*

Martin, B. & Archambault, J., *Knots on a counting rope.*

Meyer, Donald J., Patricia F. Vadasy and Rebecca R. Fewell, (1985). *Living with a brother or sister with special needs, A book for sibs.* Seattle, WA: University of Washington Press. (V) [general]

Mills, Joyce, Ph.D., (1993). *Gentle willow: A story for children about dying.* New York, NY: Magination Press. (V) [general]

Mills, Joyce, Ph.D., (1992). *Little tree: A story for children with serious medical problems.* New York, NY: Magination Press. (V) [general]

Montgomery, Elizabeth Reder, *The mystery of the boy next door.*

Muldoon, K. M., (1989). *Princess Pooh.* Niles, IL: Albert Whitman. [physical impairments – fiction]

Naylor, Phyllis, (1967). *Jennifer Jean, the Cross-Eyed Queen.* Minneapolis, MN: Lerner. [vision impairment]

Nollette, C. D., Lynch, T., Mitby, S., & Seyfried, D., (1986). *Having a brother like David.* South Minneapolis, MN: Minneapolis Children's Medical Center. [autism]

Ominsky, E., *Jon O.: A special boy.*

Peter, D., *Claire and Emma.*

Petersen, P., *Sally can't see.*

Peterson, J., *I have a sister – my sister is deaf.*

Powers, M.E., *Our teacher's in a wheelchair.*

Prall, Jo, *My sister's special.*

Pursell, M., *A look at physical handicaps.*

Quinn, Patricia, O., M.D., and Judith M. Stern, M.A., (1991). *Putting on the brakes, Young people's guide to understanding Attention Deficit Hyperactivity Disorder (ADHD).* New York, NY: Magination Press. [attention deficit hyperactivity disorder]

Rabe, B., (1981). *The balancing girl.* New York, NY: E. P. Dutton. [general]

Rabe, B., (1988). *Where's Chimpy?* Niles, IL: Albert Whitman. [Down syndrome – fiction]

Rankin, Laura, (1991). *The handmade alphabet.* New York, NY: Dial Books. (V) [hearing impairment]

Ranshawe, E., *Rachel.*

Raskin, E., *Spectacles.*

Reuter, M., *My mother is blind.*

Rosenberg, M.B., *My friend Leslie.*

Roy, Ron, (1993). *Move over! Wheelchairs coming through!* New York, NY: Clarion Books. (V) [general]

Sanford, Doris and Graci Evans, (1986). *Don't look at me!: A child's book about feeling different.* Multnomah Press. (V) [learning disability]

Sargent, S. & Wirt, D.A., *My favorite places.*

Saulnier, K., *Goldilocks and the three bears in signed English.*

Shalom, D. B., (1984). *Special kids make special friends.* Bellmore, NY: Association for Children with Down's Syndrome. [Down syndrome]

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Siegel, Dorothy, *Winners: Eight special young people.*

Slapin, B., (1989). *Problem-solving cards* [kit]. Berkley, CA: KIDS Project. [general]

Smith, L.B., *A special kind of sister.*

Sobol, H.L., *My brother Steven is retarded.*

Sorenson, Jody, *The secret of mama cat.*

Spence, Eleanor, *The nothing place.*

Stein, S. B., (1974). *About handicaps: An open family book for parents and children together.* New York: Walker. [general]

Stepian, Jan, *The Alfred Summer.*

Sullivan, M. B., & Brightman, A. J., (1979). *Feeling free.* Reading, MA: Addison-Wesley. [general]

Sullivan, M. B., *A show of hands.*

Thompson, Mary, (1992). *My brother Matthew.* Rockville, MD: Woodbine House. (V) [general]

Vance, Marguerite, (1956). *Windows for Rosemary.* New York, NY: E. P. Dutton. [visual impairment]

Wapnick, S., (1982). *Friends after all…* (5 vols.). Portland, OR: Ednick. [mental retardation, cerebral palsy, visual impairments, hearing impairments, physical impairments]

Weiss, L., *Funny feet.*

Weissman, J., *All about me/Let's be friends.*

White, P., *Janet at school.*

Wolf, B., *Anna's silent world.*

Wolf, B., *Don't feel sorry for Paul.*

Wrightson, Patricia, *A racecourse for Andy.*

Yates, Elizabeth, *Sound friendships: The story of Wella and her hearing ear dog.*

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Resources for Teachers of Children with Disabilities

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Dougan, T., Isbell, L. & Vyas, P., (1983). *We have been there: A guide book for families of people with mental retardation.* Nashville, TN: Abingdon Press.

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Eldridge, L., *R is for reading.*

Evans, Daryl, *The lives of mentally retarded people.*

Featherstone, H., (1980). *A difference in the family: Living with a disabled child.* New York: Penguin Books.

Fisher, Johanna, *A parents' guide to learning disabilities.*

McArthur, Shirley Hanawalt, *Raising your hearing impaired child: A guideline for parents.*

McCaffrey, F. D. & Fish, T., (1989). *Profiles of the other child: A sibling guide for parents.* Columbus, OH: OSU Nisonger Center.

Moore, C.B., (1990). *A reader's guide for parents of children with mental, physical, or emotional disabilities* (3rd ed.). Rockville, MD: Woodbine House.

Murphy, Albert, *Special children, special parents.*

Naeman, Doris W. and Schein, Jerome D., *For parents of deaf children.*

Osman, Betty B., *Learning disabilities – A family affair.*

Simons, R., (1987). *After the tears: Parents talk about raising a child with a disability.* San Diego, CA: Harcourt Brace Jovanvich.

Turnbull, A. P. & Turnbull, H. R., (1985). *Parents speak out: Then and now.* (2nd ed.). Columbus, OH: Merrill.

Walker, Lou Ann, *A loss for words: The story of deafness in a family.*

Inclusion of Students with Disabilities

A portrait of me, 1989: Eleven-year old Christin copes successfully with her diabetes but finds it much more difficult to come to terms with her Greek-American heritage. There is a question and answer section at the end that discusses diabetes and its treatment.

Adler, C.S., *Eddie's blue-winged dragon,* Putnam, 1988. This book about a sixth-grade boy with epilepsy is highly recommended and offers a view of mainstreaming. Written for grades 4 - 6.

Aiello, Barbara. *Hometown hero,* (1989). Fifth-grader Scott reveals in his diary how he deals with his asthma and the outcome of his encounter with a homeless person he meets in the library.

Barnes, E., et al. *What's the difference? Teaching positive attitudes towards people with disabilities.* Syracuse, NY: Human Policy Press, 1978.

Baskin, B.H., & Harris, K.H., (1984). *More notes from a different drummer: A guide to juvenile fiction portraying the disabled.* New York: Bowker.

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Biklen, D., (1992). *Schooling without labels: Parents, educators, and inclusive education.* Philadelphia: Temple University Press.

Bookbinder, S., *Mainstreaming: What every child needs to know about disabilities.* The Rhode Island Easter Seal Society, 1978.

Bornsetin, Harry, *The comprehensive signed English dictionary.*

Bowe, Frank G. and Sternberg, Martin, *I'm deaf, too: Twelve deaf Americans.*

Bowe, F., (1978). *Handicapping America: Barriers to disabled people.* New York: Harper and Row.

Brady, Frank, *A singular view.*

Brancato, Robin, *Winning.*

Conley, M. E., (1988). *And justice for all: Building understanding of citizens with developmental disabilities.* Dayton, OH: Public Images Network.

Craig, S., & Haggart, A. G., (1993). *Inclusion: A teacher's guide.* Hampton, NH: AGH Assoc.

Derman-Sparks, L., *Anti-bias curriculum: tools for empowering young children.* Washington, D.C.: National Association for the Education of young Children, 1989.

Deschenes, C., Ebeling, D. G., & Sprague, J., (1994). *Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference.* Bloomington, IN: Institute for the Study of Developmental Disabilities.

Dover, W., (1994). *The inclusion facilitator.* Manhatten, KS: Master Teacher.

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Froschl, M., et al. (1984). *Including all of us.* New York, NY: Educational Equity Concepts, Inc.

Fullwood, D., (1990). *Chances and choices: Making integration work*. Baltimore: Paul H. Brookes.

Gannon, Jack R., *The week the world heard Gallaudet.*

Garnett, K., (1996). *Thinking about inclusion and learning disabilities: A teacher's guide.* Reston, VA: Council for Exceptional Children.

Jones, R. L., (Ed.). (1983). *Reflections on growing up disabled.* Reston, VA: Council for Exceptional Children.

Jones R., (1976). *The acorn people.* New York: Bantam Books.

Jordan, Thomas Edward, *The mentally retarded.*

Lawenfeld, Berthold, *The changing status of the blind.*

McConnell, N. P., (1988). *Different and alike.* Colorado Springs, CO: Current.

Neisser, Arden, *The other side of silence: Sign language and the deaf community in America.*

Neufeld, John, *Touching* (hardcover title); *Twink* (paperback title).

Neugebauer, B., (ed.). *Alike and different: Exploring our humanity with young children.* Redmond, WA: Exchange Press, Inc., 1987.

Northcott, Winifred H., *The hearing impaired child in a regular classroom – Preschool, elementary and secondary years: A guide for the classroom teacher.*

O'Brien, J., & Forest, M., (1989). *Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms.* Toronto: Inclusion Press.

O'Shaughnessy, Ellen, *Somebody called me a retard today ... and my heart felt sad.*
Park, L. D. (1987). *How to be a friend to the handicapped: A handbook and guide.* New York: Vantage Press.

Perske, R., (1988). *Circle of friends: People with disabilities and their friends enrich the lives of one another.* Nashville, TN: Abingdon Press.

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Riskind, Mary, *Apple is my sign.*

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Schwartz, D. B., McKnight, J., & Kendrick, M., (Eds.). (1988). *A story I heard: A compendium of stories, essays, and poetry about people with disabilities and American life.* Harrisburg, PA: Developmental Disabilities Planning Council.

Secrets aren't (always) for keeps, (1988). After successfully hiding her learning disability from her Australian pen pal, Jennifer becomes very apprehensive when her friend announces she is coming for a visit and wants to spend a day at her school.

Souweine, J., Crimmins, S. & Mazel, C., (1981). *Mainstreaming: Ideas for teaching young children.* Washington D.C.: National Association for the Education of Young Children.

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Thorne, G., *Understanding the mentally retarded.*

Villa, R. A., & Thousand, J. S., (Eds.). (1995). *Creating an inclusive school.* Alexandria, VA: Association for Supervision and Curriculum Development.

What if you couldn' t ...?: An elementary school program about handicaps. (1978). [kit] Children's Museum of Boston. Weston, MA: Burt Harrison & Co.

Woods, W.H., *The forgotten people.*

York-Barr, J., Kronberg, R. M., & Doyle, M. B., (1996). *Creating inclusive school communities: A staff development series for general and special educators.* Baltimore: Paul H. Brookes.

Learning Disabilities

Gerber, P. J., & Reiff, H. B., (1991). *Speaking for themselves: Ethnographic interviews with adults with learning disabilities.* Ann Arbor: The University of Michigan Press.

Hayes, M. L., (1993). *You don't outgrow it: Living with learning disabilities.* Novato, CA: Academic Therapy Publications.

School-to-Work

Maddy-Bernstein, C., et al. (1995). *A school-to-work resource guide: Focusing on diversity.* Berkeley, CA: National Center for Research in Vocational Education.

Transition from School to Adult Living

Transition trek: A game for planning life after high school for youth with disabilities. [game] (1996). Minneapolis: PACER Center.

VIDEO RESOURCES

A public forum on supported work: Parents for positive futures. [videorecording] (1988). Syracuse, NY: Human Policy Press.

Breaking the attitude barrier: Learning to value people with disabilities. [videorecording] (1991). Northbrook, IL: MTI Film & Video.

Brodie, J. (1990). *As I am: Portraits of persons with a developmental handicap.* [videorecording] Boston: Fanlight. [developmental disabilities]

Dalrymple, N. (1991). *Autism: Being friends.* [videorecording] Bloomington, IN: Institute for the Study of Developmental Disabilities, Indiana Resource Center for Autism. [autism]

Davis, K., Mecca, A., & Westberg, L. (1991). *A classroom explores disabilities: A guide for teaching young children.* [videorecording] Bloomington, IN: Institute for the Study of Developmental Disabilities.

Educating Peter. [videorecording] (1993). New York: Home Box Office. A 30-minute video.

Friend, M., Barnes, G., & Collings, G. (1997). *Creating inclusive schools.* [videorecordings] Indianapolis: Indiana Department of Education, Division of Special Education. 13 video set.

Inclusion. [videorecording] (1992). Indianapolis: VSA arts of Indiana. A 12-minute video.

Just like anyone else: Living with disabilities. [videorecording] (1990). Pleasantville, NY: Human Relations Media. [general]

Just like you and me. [videorecording] (1990). Washington, D.C.: State of the Art, Inc. [epilepsy]

Lavoie, R. D. (1989). *Understanding learning disabilities: How difficult can this be?: The F.A.T. City workshop.* [videorecording] Alexandria, VA: PBS Video.

Learning disabilities and social skills with Richard Lavoie: Last one picked ... first one picked on. [videorecordings] (1994). Alexandria, VA: PBS Video. Parent version, 62 minutes; Teacher version, 68 minutes.

Mitchell, P. (1992). *Given the opportunity: A guide to interaction in the workplace.* [videorecording] Bloomington, IL: Meridian Education Corporation.

Moving on. This video documents the educational and professional accomplishments of six people with disabilities in their careers or the pursuit of their goals. The stories are framed by the music of Indiana's own John Mellencamp, the rock star who as a child was a patient at the James Whitcomb Riley Hospital for Children. A production of the Riley Child Development Center, the video is available from the Indiana Governor's Planning Council for People with Disabilities.

Moving on too. This video showcases four students with disabilities who are pursuing a college degree. Cartoonist Jim Davis hosts this production with the help of his animated friend, Garfield. A production of the Riley Child Development Center, this video is available from the Indiana Governor's Planning Council for People with Disabilities.

No labels allowed. [videorecording] (1990). Jeffersonville, IN: Greater Clark County Schools. A six-minute video.

Plain talk: Teacher to teacher. [videorecording] (1993). Hampton, NH: AGH Associates. A 27-minute video.

Regular Lives. [videorecording] (1987). Washington, D.C.: State of the Art Productions.

Special beginnings. [videorecording] (1991). Hutchinson, KS: First Generation Video.

Special kids, special dads: Fathers of children with disabilities. [videorecording] Bellevue, WA: SEFAM Family Support Group.

The face of inclusion: A parent's perspective. [videorecording] (1995). Syracuse, NY: Joenro, Inc. A 68-minute video.

Transition technology: Opening to independence, opening to the world. [videorecording] (1991). Harrisburg: Pennsylvania Assistive Device Center. A 26-minute video.

Uzee, P. (1988). *They don't come with manuals.* [videorecording] Boston: Fanlight.
Goin' mobile: Portraits of young adults with disabilities in transition [videorecording]. (1995). Lawrence, KS: Kansas Transition Systems Change Project, University of Kansas. A 40-minute video.

DISABILITY AWARENESS MONTH
GUIDELINES FOR TEACHERS EVALUATING CHILDREN'S BOOKS

Children enjoy books with characters and events with which children can identify. When choosing books about people with disabilities, it is important to select those that portray people with disabilities in a positive way. When previewing books, use this guideline to select the most appropriate publications for your class.

1. **Does the book have an interesting plot or is the disability the only theme?** Choose books that show people with disabilities in the mainstream of life. The characters should be included in real situations that are relevant and enjoyable for children to read aloud.

2. **Does the book deal with the whole person or just the disability?** Often, books will focus on the character's disabilities rather than on the character himself/herself.

3. **Is the individual shown as a capable person with strengths as well as needs?** People with disabilities have abilities, strengths and individual interests.

4. **Does the book foster positive attitudes toward others?** Often, books about disabilities show pity towards people with disabilities and give them an image of being helpless people instead of capable people.

5. **Does the book use "people first" language?** "People first" language emphasizes the person and not the disability. For example, "a person who uses a wheelchair" instead of "a person confined to a wheelchair," and "a person with Cerebral Palsy" instead of "a Cerebral Palsy victim."

6. **Does the book highlight similarities as well as show differences?** A child with a disability is more like his/her peers than different.

7. **Do the illustrations/photographs/graphics enhance and clarify the text?** Young children are visually oriented. Attractive and interesting pictures are appealing to them.

8. **Can children understand the book by looking at the pictures?** Include books in your collection that children can look through, understand and enjoy on their own.

9. **Does the book carry oversimplified generalizations or present stereotypes about persons with disabilities (objects of pity, dependent, isolated)?** Be sensitive to the negative images of people with disabilities and avoid selecting books that perpetuate these stereotypes.

Information adapted from New Friends: Mainstreaming Activities to Help Young Children Understand and Accept Individual Differences.